DOCUMENT RESUME

ED 191 825 SP 016 627

AUTHOR Dravland, Vern
TITLE Evaluation of a Teacher Education Program: Benefits and Impediments in a Small Institution.
PUB DATE 7 Apr 80
NOTE 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7, 1980); for related documents, see SP 016 626-629.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Faculty Workload: Higher Education; Program Costs; *Program Evaluation; Researchers; *Research Problems; *Research Projects; *Small Colleges; *Teacher Education
IDENTIFIERS University of Lethbridge (Canada)

ABSTRACT

This paper discusses the problems and benefits of conducting research in a small institution. Problems related to personnel, finances, expertise, and credibility, and advantages such as communication and cooperation are described. The University of Lethbridge has created a common data-gathering system, QAULTEP (Qualitative Analysis of the University of Lethbridge Teacher Education Program), which encourages research in a common area of concern and makes possible a large data gathering system for conducting research on the teacher education program. A list of completed QAULTEP studies is appended. (Author/CJ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED191825

EVALUATION OF A TEACHER EDUCATION PROGRAM: BENEFITS AND IMPEDIMENTS IN A SMALL INSTITUTION

Vern Dravland

THE UNIVERSITY OF LETHBRIDGE

LETHBRIDGE, Alberta, Canada T1K 3M4

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Vern Dravland

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Presented at The American Educational Research Association

Annual Meeting

Boston, Massachusetts

April 7, 1980

SP 016 627

EVALUATION OF A TEACHER EDUCATION PROGRAM: BENEFITS AND IMPEDIMENTS IN A SMALL INSTITUTION

It is important in any institution to develop a sound research program that will maximize the production from very limited resources. In a small institution these resources are even more limited.

It seems to be commonly accepted that probably at least half of the published research papers or papers presented at conferences have very little if any real educational value. It is also generally accepted that 10 to 20% of the institutions produce most (nearly all) of the educationally significant research, and that these 20% are the larger institutions with doctoral programs.

At The University of Lethbridge, we have the audacity to ignore these odds and strive to produce educationally important research. Our goal has been to achieve excellence in frontier research. We are not willing to accept the concept expressed by Bonneau and Corry[1] that small institutions should be relegated to reflective inquiry and that larger institutions with doctoral programs should conduct frontier research. Even so, the title of this symposium gives me some difficulty because of expectations that it may have created on the part of some of you present today. This symposium will not examine the extent to which small institutions are conducting significant research, but rather will look at how one institute has attempted to cope with the problems related to size.

This paper has been organized to illustrate one way in which The University

---

1 Bonneau, L.P. & Corry, J.A. Quest for the Optimum, Volume 1, 1972, p. 204.

of Lethbridge Faculty of Education has attempted to maximize the potential for research - that is, by concentrating the research efforts of many faculty in the development of a model for the evaluation of a teacher education program. Each presentation in this symposium is related directly or indirectly to that umbrella project.

The University of Lethbridge is a very young, liberal arts undergraduate institution (incorporated in 1967). As previously mentioned, it is also very small. Our entire Faculty of Education is smaller than many departments in larger institutions. It should be clarified that our mandate as a university requires that we be responsible for 1/3 teaching, 1/3 research and 1/3 public service. To put this into perspective the 1/3 teaching time is a teaching load of six semester courses per year. However, we are responsible for manning just as many provincial committees and as many teacher association committees as our bigger brothers to the north (that is, the Universities of Calgary and Alberta), which puts a large strain on the time of our faculty members. In addition, our policy insists that we have a very strong liaison with the local teachers and educational administrators. All of these responsibilities cater to the teacher education program and tend to rob time from the research effort. Can the idealism built into our teacher education and our research program be sustained over a long period of time? Are the resources, both financial and human, adequate for research in such a small institution?

There is much less flexibility in staffing in a small institution. We tend to have only one specialist in each area rather than a number of specialists with differing views which would bring a greater substance to many discussions. Our faculty tend to perform as generalists rather than specialists. This is especially evident in the areas I am concerned about,

the development of research methodology, the uses of statistics, etc. We offer only one course in research methodology and statistics, and that is an introductory course for undergraduate students. Because we do not have a graduate school, we do not have any regular courses in advanced statistics or research methodology in our faculty, and this makes it difficult to keep up with new techniques and developments in statistics and research methodology.

Another disadvantage with respect to research is that the "normal school attitude" seems more difficult to destroy at a four-year institution than at a large university with a graduate school. This appears to be reflected in a decreased recognition of the value of research by some faculty and the consequent under-utilization of recent research findings. This view was substantiated by Dr. Howsam of the University of Houston.

Even though we have been quite successful in the acquisition of small grants of less than $10,000 (approximately 80-90% of proposals developed over the last four years have been funded), it is much more difficult to break into the large grant area, not only because the grantors appear to favor large institutions, but also because of a lack of personnel and expertise to develop the larger, more extensive proposals.

It may be, however, that the advantages sufficiently outweigh these disadvantages, especially in the area of research on teacher education. Because we are a small institution, the communication among all departments within our faculty and with the administration is excellent. Since some members of all departments assist with the supervision of field experience courses, there is possibly better communication than if these departments were completely independent of each other. Of the presenters here today, all three departments of our faculty as well as the Dean's office are

represented. Another implication from this inter-mixing of the responsibilities in the various departments is that there can be a more common understanding of the philosophy, purpose and objectives of the program. This greater opportunity to get together to discuss our differences and to come to some common understanding, if not agreement, is an advantage. This excellent communication makes it possible to share trained part-time staff which is funded from individual research grants.

How has The University of Lethbridge attempted to maximize these advantages and overcome some of the disadvantages? In the second year of the university's operation, the faculty saw a need to develop a research centre which would have a small staff who could assist faculty and students with research. There were two mandates for the research centre. The first was to expand and improve the research production of the faculty, the second to coordinate the evaluation of our teacher education program. It was evident from the beginning that there was a very strong relationship between these responsibilities. The improvement and increasing research production of the faculty and the evaluation of our teacher education program could be partially served through the same vehicle. In 1972, the QAULTEP program (Qualitative Analysis of The University of Lethbridge Teacher Education Program) was launched. QAULTEP was developed initially not to evaluate our program, but to analyze the relationships between and among variables which would make it possible in the future to develop a program for evaluation. The program, of course, is influenced by the lack of specialists in, for example, evaluation and historical research. This program encouraged researchers to concentrate research in a common area of concern and made it possible to have a common data-gathering system which serves

a large number of faculty and students. This research program has been a part of our official academic plan for the last eight years. The operation of the Research Centre requires about 5.5% of the faculty budget. See Figure 1 for a description of data contained in the main QAULTEP data bank. If you will please refer to Figure 2, I can specify for you the areas which will be examined by the presentations which follow.

Myrna Greene's article on follow-up studies will be concentrating in the placement - training - work success areas. Eric Mokosch's evaluation of the extended field experience program is in the training area. An examination of the changes in concerns of students as they progress through the education practica by Frank Sovka is concentrated in the training area, but extends from pre-education to work success. The changes in supervisory behavior resulting from training in clinical supervision by our Dean, Jon Thorlacius, extends as well from the training category through work success. Jim Twa's study on prediction of success in student teaching as a criterion for admission to the Education Faculty encompasses the pre-education, selection, and training categories. A bibliography of all studies done on our teacher education program is attached in my hand-out.

In conclusion, small universities such as ours must deal creatively with problems of limited finances, lack of specialization and expertise, and faculty overload. The University of Lethbridge has attempted to meet this challenge with the establishment of a research centre and the development of the QAULTEP program which concentrates research in a common area of concern. In addition, some effort has been made in developing a liaison with experts at other institutions, for example, Jim Twa with specialists at the University of Alberta, and Jon Thorlacius with specialists and graduate students at the Universities of Regina and Calgary.

DESCRIPTION OF QAULTEP DATA BANK

Population I
Exploratory

N = 257

Data Collected 1972-1974

Admission Data:

Teacher major (number of courses and GPA); GPA pattern; 3160 (Grade and timing); Semester Education declared

Professional Semester Performance:

Grade in Student Teaching, Ratings by University Supervisor on performance variables, Professional Semester GPA

Internship Performance:

Grade and timing (which semester)

Foundations Courses:

Grade and timing (before or after Professional Semester)

Termination:

Type and GPA

*

Population II
Post-Exploratory

N = 210

Data Collected 1974-1977

Admission Data:

Teaching major (number of courses and GPA); GPA pattern; 3160 (Grade, timing, performance ratings by University instructor); English Proficiency examination results; Psychological test results (16PF, CPI, D-Scale, F-Scale*, Q-Sort, TAT, MTAI, MMPI*)

* Available for only some subgroups

Professional Semester Performance:

Grade in Student Teaching, Ratings by University Supervisor on performance variable, Professional Semester GPA

Internship Performance:

Grade and timing (which semester)

Foundations Courses:

Grades and timing (before or after Professional Semester)

Termination:

Type and GPA

*

Population III
Hypothesis Testing

N = 207+

Data Collected 1975-1979

Admission Data - Practicum I
Performance:

Teaching major (number of courses and GPA); GPA pattern; 2160 (Grade, timing, performance ratings by University instructor); English Proficiency examination results; Psychological test results (16PF, CPI, D-Scale, F-Scale*, TAT, MTAI)

* Available for only some subgroups

Practicum II (Professional Semester I)
Performance:

Practicum III (Professional Semester II)
Performance:

Grade in Student Teaching, ratings by University Supervisor on performance variables, Professional Semester GPA

Practicum IV (Internship)
Performance:

Grade and timing (which semester)

Foundations Courses:

Grades and timing (before or after Professional Semester)

Termination:

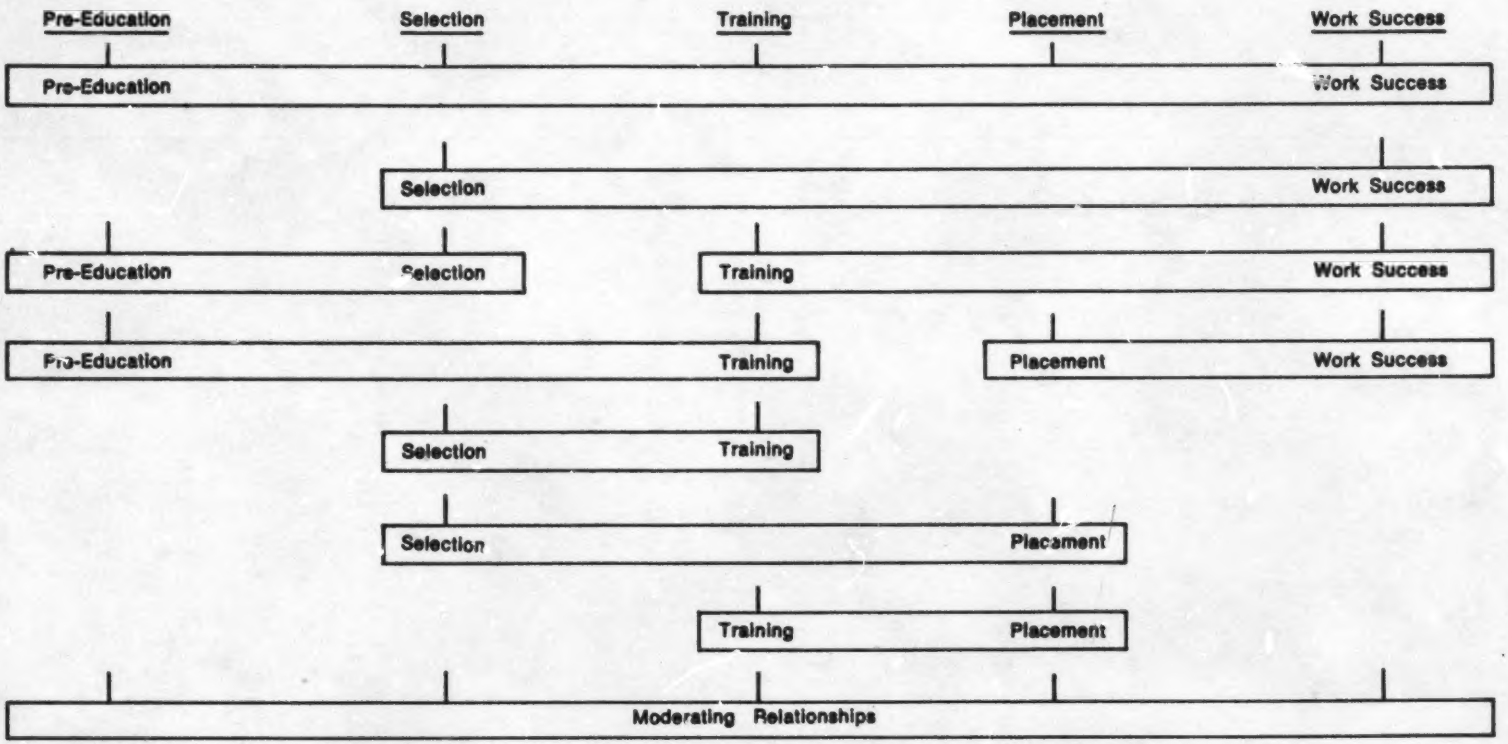
Type and GPA

*

*Measures of teaching success will be collected for each population. FIGURE 1

Dravland, V., & Greene, M. Development of a Model for the Evaluation of Teacher Education Programs. Presented at A.E.R.A. annual meeting, San Francisco, April, 1979.

RELATIONSHIP AMONG FIVE PHASES OF TEACHER EDUCATION



[1]Adapted from Turner (p.88) 74th Yearbook N.S.S.E.

FIGURE 2

Dravland, V., & Greene, M. Development of a Model for the Evaluation of Teacher Education Programs. Presented at A.E.R.A. annual meeting, San Francisco, April, 1979.

BIBLIOGRAPHY OF COMPLETED QAULTEP STUDIES

Dravland, V. Evaluation of a Teacher Education Program: Benefits and Impediments in a Small Institution. Paper presented at The American Educational Research Association annual meeting, Boston, April, 1980.

Dravland, V. Preliminary Analysis of the Evaluation of Student Teaching Performance at The University of Lethbridge. Unpublished manuscript, The University of Lethbridge, 1975.

Dravland, V. Further Analysis of the Evaluation of Student Teaching Performance at The University of Lethbridge. Unpublished manuscript, The University of Lethbridge, 1975.

Greene, M. A Comparison of Students Who Enter Education With Those Who Choose Other Professions. Paper to be presented at Canadian Society for Studies in Education annual conference, Montreal, June, 1980.

Greene, M. Follow-Up Studies on the Success of Education Graduates. Paper presented at The American Educational Research Association annual meeting, Boston, April, 1980.

Greene, M., & Dravland, V. Relationships Between Success in a Teacher Education Program and Success in the Teaching Profession. Paper presented at The American Educational Research Association annual meeting, San Francisco, April, 1979.

Greene, M. A Study of Relationships Between Criteria Used to Predict Potential Success in Student Teaching and Criteria Used to Assess Actual Success in Student Teaching. Unpublished manuscript, The University of Lethbridge, February, 1977.

Greene, M. Survey of Graduating Education Students. Unpublished manuscript, The University of Lethbridge, 1978.

Mokosch, E. Evaluation of the Extended Field Experience Practica. Paper presented at The American Educational Research Association annual meeting, Boston, April, 1980.

Muendel-Atherstone, B. A Personality Profile of Students Who Are Successful in Student Teaching and in Teaching. Paper to be presented at Canadian Society for Studies in Education annual conference, Montreal, June, 1980.

Sovka, F. An Examination of the Concerns of Students as They Progress Through the Education Practica. Paper presented at The American Educational Research Association annual meeting, Boston, April, 1980.

Thorlacius, J. Changes in Supervisory Behavior Resulting from Training in Clinical Supervision. Paper presented at The American Educational Research Association annual meeting, Boston, April, 1980.

Twa, R.J. Prediction of Success in Student Teaching as a Criterion for Admission. Paper presented at The American Educational Research Association annual meeting, Boston, April, 1980.

Twa, R.J. & Greene, M.L. Prediction of Success in Student Teaching as a Criterion for Selection in Teacher Education Programs. Published in Alberta Journal of Educational Research, Volume XXVI, March, 1980.

Twa, R.J. Testing Models Developed to Predict Performance in Student Teaching. Paper to be presented at Canadian Society for Studies in Education annual conference, Montreal, June, 1980.

STUDENT RESEARCH REPORTS

Baumstark, H. Replication Of A Study Of Student Teacher's Ratings On Personal and Professional Attributes. The University of Lethbridge, Fall, 1976.

Brown, B.L. An Examination Of The Strongest Aspects Of Student Teacher Performance And Those Aspects Most In Need Of Improvement. The University of Lethbridge, Summer, 1976.

Craddock, F. A Study To Determine The Relationships Between Student Teachers' Ratings On Global Assessment, Self-Concept, Self-Evaluation And Classroom Management And Their Ratings On Personal Attributes. The University of Lethbridge, Fall, 1976.

Gerla, D. A Study To Determine Whether Certain Relationships Among Major, Sex, Student Teaching Grade, Self-Concept And The Professional Attributes Were Significant For Population II. The University of Lethbridge, Fall, 1976.

Gerla, D. An Examination Of The Strongest Aspects Of The Student Teachers' Performance And Those Aspects Most In Need Of Improvement. The University of Lethbridge, Fall, 1976.

Laqua, B. Success In Student Teaching Compared With Pre-Education GPA And Selected Personality Traits. The University of Lethbridge, Spring, 1977.

Mellen, J.R. Student Teachers' Ratings On Personal And Professional Attributes Compared With Sex And Grade Point Average. The University Of Lethbridge, Summer, 1976.

Neilson, A. Personality Characteristics As Predictors Of Success In Classroom Control. The University of Lethbridge, Summer, 1977.

Stauch, M. Relationships Between Student Teaching Grade, Sex, Major, And Professional Attributes. The University of Lethbridge, Summer, 1976.

Tagg, G. Success In Student Teaching Compared With Personal Attributes. The University of Lethbridge, Summer, 1976.

Wevers, J.H. The Effectiveness Of Selected Personality And Psychological Characteristics and Admission GPA As Predictors of Success In Student Teaching. The University of Lethbridge, Spring, 1977.

Wikjord, W.E. Student Teachers' Ratings On Classroom Control And Global Assessment Compared With Ratings On Professional And Personal Attributes. The University of Lethbridge, Summer, 1976.

Wilson, F.K. Time of Declaration To The Faculty of Education Compared With Student Teaching Grades. The University of Lethbridge, Summer, 1976.